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ABSTRACT

This study investigated the literature physical education (PE) specialists used and how they integrated PE and language arts. The researcher kept a journal to record books, poems, and ideas of ways to integrate to two disciplines. She sent a survey to 10 PE teachers that asked what books they used and how they integrated language arts and PE. She compiled an annotated bibliography of books and poems, listing ways to integrate ideas from PE with the literature. Results indicated that stories were more frequently read to K-2 PE students. Other types of reading were also incorporated into K-2 classes more frequently than in other grade levels. Writing was done most often in grades 3-6. Neither reading for writing were done often in any of these situations. Listening skills and verbal skills were used most of the time at all grades levels. Computer skills were not used at any level. Teachers listed 11 ways they incorporated reading, other than books, into their lessons. Limiting factors to integrating PE and language arts included time constraints and space limitations. Most PE activities listed in the literature related to animal movements. The paper offers suggestions for making PE classes a place for literacy. The annotated bibliography for integrating PE and language arts is included. (Contains 2 figures and 20 references.) (SM)

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ED 432 555

Integrating Physical Education and Language Arts: What Literature Do Physical Education Specialists Use, and How Are Physical Education and Language Arts Integrated?

By
Joy Schumacher
Master's Project
San Diego State University
San Diego, CA
Summer 1999

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Integrating Physical Education and Language Arts: What Literature Do Physical Education Specialists Use, and How Are Physical Education and Language Arts Integrated?

A Project Presented to the College of Education Faculty of San Diego State University in partial fulfillment of the Requirements for the Degree of Masters in Education

By
Joy Schumacher
San Diego, CA
1999

Approved by

James Flood
Dr. James Flood

July 12, 1999
Date

Dedication

I would like to thank my family and friends for their encouragement and support in making this project happen. I would like to specifically thank Maria for taking such wonderful care of Kaitie and Dominick while I worked on this project, Kaitie and Dominick for giving up both their time with mommy and the computer, and Leigh and Jim for their tech support. I especially want to thank Bob for his love and patience. Without all of you, the completion of this project would not have happened. I love you.

Acknowledgments

I would like to acknowledge the following people for their help with this project: Dr. Doug Fisher, Dr. James Flood and Dr. Diane Lapp from San Diego State University, and Cindi Elrod, Robin Etheridge, Sharon Fields, Geoff McCloud, Becky Paradise, Lynn Wallace, and Alissa Weiss, teachers in the San Diego Unified School District.

Abstract

The purpose of this study was to investigate what literature physical education specialists use, and how they integrate physical education and language arts. A journal was kept by the researcher to record books, poems and ideas of ways to integrate. A survey was sent to other physical education teachers, in an effort to find out what books other teachers use, and how they integrate language arts and physical education. The researcher compiled an annotated bibliography of books and poems, listing ideas to integrate activities from physical education with the literature.

Table of Contents

Signature Page....ii

Dedication....iii

Acknowledgments....iv

Abstract....v

Chapter 1: Introduction....2

Chapter 2: Literature Review....3

Chapter 3: Methods....9

Chapter 4: Results....11

Figure 1....14
Figure 2....15

Chapter 5: Discussion....37

References....41

Appendix A....43

Appendix B....48

Running head: INTEGRATING PHYSICAL EDUCATION AND LANGUAGE ARTS

Integrating Physical Education and Language Arts: What Literature Do Physical Education Specialists Use, and How Are Physical Education and Language Arts Integrated?

Joy Schumacher
San Diego State University

Chapter 1
Introduction

The ability to read is a key to promoting lifelong learning habits that can lead to intellectual, emotional, and spiritual growth. Through physical education, teachers have a unique vehicle in which they can help make reading a significant venture. The physical education specialist can utilize the students' desire to improve sports knowledge and performance as the foundation for many reading and thinking activities. They can also use literature to introduce new ideas, background knowledge or vocabulary, to review material, or to create interest before a new activity.

Unfortunately, most instruction in sports and physical education places major emphasis on physical performance; accomplishment relies heavily upon development of strength, balance, endurance, coordination, and skills development. Even though the California Department of Education frameworks say that physical education and language arts should be integrated, many physical education teachers often overlook the use of using physical education classes as a way to help advance students' reading and language skills, or the affects of the influence they may exert as models of literacy. Many teachers, especially in the elementary grades, may not think that they know how, when, or why to integrate literature into their physical education programs.

Chapter 2
Literature Review

Physical education teachers have a unique opportunity to affect the lifetime fitness and recreational habits of their students. Student attitude toward, and interest in class activities certainly influences their involvement, or lack of involvement in physical activities in later years. Because students' enthusiasm for physical education (P.E.) activities may affect lifetime habits, P.E. teachers have a responsibility to be aware of student feelings and knowledge. Teachers need to make every attempt to increase student interest, improve student attitude, and provide the necessary information to make each lesson meaningful and understandable to each student.

Physical Education

The most important aspect of physical education is the direct impact it has on children's physical, mental, and social well-being. A child who is well educated physically is more likely to become a healthy adult who is motivated to remain healthy. This includes a working knowledge of, and an appreciation for, a healthy life-style that includes a balanced diet, health related fitness and skill related fitness. Components of health related fitness include aerobic endurance, flexibility, and muscular strength and endurance, and body composition (Gabbard, 1993). Skill related fitness is associated with athletic abilities and performance (Gabbard, 1993). When planning a physical education program at the elementary level, each of these components should be addressed and regarded as desired outcomes. The assumption that fitness will be developed and maintained to an acceptable level as a by-product of a general activity program has not been supported by research. This would seem especially true when the P.E. program is taught by a P.E. specialist only once a week, for less than an hour, with the remainder of the 100 minutes of time taught by the classroom teacher.

Physical Education Framework

The Physical Education Framework is based on the premise that the quality and productivity of each person's life can be enhanced by participation in a comprehensive physical education program that promotes not only physical, but mental, emotional, and social well-being

(California Department of Education, 1994). "Education implies a focus on the whole person as opposed to a narrow range of skills or abilities." (California Department of Education, 1994, p. 4) This would imply that students not only need to demonstrate that they can perform specific tasks, but need to show understanding and knowledge by listening, speaking, reading, and writing. Physical education should be more than games, sports, and fitness. It should facilitate a student in becoming a physically educated person, who values health and physical well-being (California Department of Education, 1994). "Sequential development of skills, talents, attitudes and behaviors" (California Department of Education, 1994, p. 8) is essential in developing students who become physically fit adults for a life-time.

The Framework states that a supportive environment is important for the success of the overall P.E. program (California Department of Education, 1994). Support should include the following elements: 1) Physical education is recognized as an integral part of the school curriculum, 2) Physical education should continually support and interact with other subject areas, and 3) The psychological environment enables and encourages all students to succeed in physical education. Physical education should involve students directly in thinking, creating meaning, and learning how to learn (California Department of Education, 1994).

Language Arts

Language provides the connecting tissues that binds a society together. It is what allows us to express our ideas and feelings, and influence the attitudes of others. Language allows people to gain access to the knowledge that makes us literate. Effective literacy skills permit students to develop a full sense of themselves as individuals, and prepares them to function as informed and effective citizens in our society (California Department of Education, 1987). Literacy skills include listening, speaking, reading, and writing effectively.

Language Arts Framework

"The first curriculum priority is language." (California Department of Education, 1987). This would seem especially true of children who are learning English as a second language (ESL). The Framework calls for a program that encourages reading, and exposes all students, including

ESL students, to significant literary works. It also calls for instructional programs that emphasize the integration of listening, speaking, reading, and writing, and the teaching of language skills in meaningful contexts, instructional programs that guide all students through a range of thinking processes, and a writing program that includes attention to the many stages of the writing process (California Department of Education, 1987).

Speaking and listening skills must involve students actively and interactively as they communicate their understandings and insights to others. Reading activities must help students become fluent in language. Writing activities must enable students to plan strategies for communicating their thoughts effectively, according to their purpose and audience (California Department of Education, 1987).

There are many features of an effective Language Arts program. An oral language program should be one in which all students experience a variety of speaking and listening activities. These activities should include individual and group activities, and should be integrated with reading and writing activities (California Department of Education, 1987). The school environment should be one where "teachers of all subject areas encourage students to read widely, to write frequently, and to speak effectively." (California Department of Education, 1987, p. 4). The school environment should also be one where all adults support the importance of language arts skills to the school program, and model effective use of all literacy skills. An assessment program should encompass the full range of goals of the English-language arts program. The assessment program should be aligned with what students are expected to learn in the English-language arts program, and provide alternative assessment strategies (California Department of Education, 1987).

Curriculum Integration

State and district requirements for each subject area or discipline are often stated in terms of minutes taught per week. Schools respond to these requirements by dividing the school day into blocks of time in order to parcel out specific responsibilities, and to maintain accountability. Students rarely understand why their day is designed in such a way, nor do they understand the

relationships between the subject areas. It should be no surprise that students look at the arbitrary divisions, and begin to define subject areas as separate bodies of knowledge with little or no relationship to one another (Jacobs, 1989).

Heidi Hayes Jacobs (1989, p. 7) describes a discipline as "[A] body of teachable knowledge with its own background of education, training, procedures, methods, and content areas." The motivation for discipline divisions is in part based on the notion that the disciplines encourage efficient learning. The advantage to teaching disciplines is that it permits schools to investigate with systematic attention to the progressive mastery of related concepts. Teaching by using discipline divisions rests on a rationale that cites instructional effectiveness, conceptual cohesion, and socially sanctioned community base (Jacobs, 1989).

A common concern of students is the irrelevance of their school work (Jacobs, 1989). Jacobs believes that one of the reasons that many students stop participating in, or drop out of school is because they do not relate subject content to other disciplines, or to their lives out of school (Brandt, 1991). To lessen some of the fragmentation of teaching through the disciplines, various types of integrative curriculums have been proposed (Vars, 1991). We should assign topics that we teach so that they support the other disciplines. In this way, we integrate the curriculum, and show relevance and relationships to our students. By integrating the curriculum, students can engage in meaningful learning experiences, where the tasks are relevant and engaging (Lapp, & Flood, 1994).

Opportunities to Integrate

As stated previously, both the Physical Education Framework and the English-Language Arts Framework support the goal of integrating the curriculum. Effective curriculum integration occurs when the content of one subject area is used to enhance or enrich the content of another subject area. When integrated curriculum instruction is designed, it is important to remember that activities should be selected because they promote progress toward specific educational goals, not just because they cut across subject matters (Lapp, & Flood, 1994).

Research done by both Tannehill and Zakrajsek (1993), and Carlson (1995), found that many students do not like P.E. because they feel it lacks meaning, they are isolated because they are not good athletes, and it is not relevant to other subjects, or their lives outside school. One way to motivate students, provide background information, tap prior knowledge, review a lesson, use alternative assessment, or show relevance is to integrate Language Arts into the P.E. program. This may be especially helpful for students who are learning English as a second language. This will also support the expectation that physical educators should incorporate the cognitive and affective domains, as well as teaching and assessing skills development.

By incorporating books, poems, chants and songs into the lesson, P.E. teachers can facilitate language development. Tinajero(n.d.) says that second language learners need to be engaged in natural language activities. These activities include songs, poems, stories, games and role playing. These can all be used at any part of a P.E. lesson to enhance language skills, introduce a concept or skill, review a lesson, or help in informal assessment.

Picture books are the mainstay of children's literature. Children's books can greatly enrich the teaching of motor skills and concepts (Kane,1994). As teachers read literature aloud to students as part of the lesson, students will be allowed to hear patterns, idioms, and vocabulary of the language, giving them background information, and creating interest for the next activity (Butler, 1980). Reading aloud can create a context for meaningful communication (Tinajero, n.d.), and help develop descriptive language (Early, 1991). Reading aloud will also facilitate integration of knowledge and information back into the classroom.

Small groups can be used in many P.E. activities. They are used when skills are being practiced, and when playing games. Small group activities can help facilitate language acquisition and student knowledge (Tinajero, n.d.). Small groups also give students a chance to practice oral language in a risk free environment (Pinnell, 1985).

P.E. classes tend to be highly interactive and hold considerable potential for students to develop personal and social qualities. There is a focus on the affective domain, coupled with the current emphasis on accountability and assessment. Tinajero (n.d.), and Pinnell (1985) agree that

assessment is a key factor in student success. This may be especially true for students in PE who do not possess natural athletic ability for the particular skill/s being taught. Assessment needs to be frequent (Tinajero, n.d.) and meaningful. It should allow students to use mastery of their skills, their knowledge, and their language style in their work (Pinnell, 1985). Journal writing is one way a P.E. teacher can assess student comprehension, and incorporate language arts skills. By writing in journals, students will be integrating subject area content into the literacy process (San Diego Schools, 1997). When students write journals as part of their P.E experience , they become involved both in their growth as learners, and in the development of class content (Cutforth, & Parker, 1996).

While evidence supporting the health benefits of exercise increases, teachers need to find ways to motivate children to develop life-long fitness habits. A program that is enjoyable, and enhances students' beliefs in their abilities and knowledge of content may contribute to exercise enjoyment (Ferguson, Yesalis, Pomrehn, & Kirkpatrick, 1989). Early development of positive attitudes towards fitness and exercise may play an important role in a student's inclination to continue an active lifestyle.

Literature and interesting discussion cultivates, provides language modeis, and provides language acquisition (Tinajero, n.d.). By making my P.E .class a literacy rich environment, I can not only make my classes interesting and fun, I can facilitate language learning, including oral language skills. By integrating language arts effectively in my class, I will meet the motivational and emotional needs of my students, as well as providing skill development and growth. Children will feel as if they belong, are understood, and are successful. When children feel successful, and lessons are meaningful and relevant, students will be involved in class activities, and in becoming involved in physical fitness for a lifetime.

Chapter 3
Methods

Both quantitative and qualitative methods were used to answer the research questions. A journal was kept throughout the year by the researcher to help answer the questions of how to integrate language arts and P.E., when to integrate the two and what pieces of literature could be used. Both a survey, and a questionnaire were sent to ten teachers of physical education. Two of those teachers were adaptive physical education teachers. The survey was analyzed from a quantitative perspective, while the questionnaire was analyzed from a qualitative perspective.

Participants

The district was chosen by the researcher because of her employment in the district. The district is a large urban unified school district in Southern California. It has over 175 elementary, middle and high schools, with an enrollment of approximately 140,000 students. Approximately 83,000 students are in the elementary schools. The district employs approximately 6,800 classroom teachers, with about 4,200 of those being at the elementary level.

The researcher sent a Likert type survey, and an open ended questionnaire to ten physical education teachers in the district. Eight of those teachers taught physical education to students of grades K-6, two of the teachers taught adaptive physical education to students of grades K-6. The teachers were picked because of an acquaintance with the researcher.

Instruments and Procedures

The researcher kept a journal throughout the school year. The journal included ideas of how and when to integrate language arts into the P.E. program, as well as a list of literature that could be used. The journal included titles of books, movies and videos, poems, songs and chants, and ideas for charts, posters, puzzles, and other displays. After each entry, the researcher jotted ideas of how to incorporate the finding into a P.E. lesson.

Ten physical education teachers were mailed a packet that included a cover letter explaining the intent of the survey, along with a Likert type survey of six questions, and an open

ended questionnaire of six questions, a request to complete the information in a six week period, and then return the packet via district mail in a provided self addressed envelope. The researcher also provided each teacher with two sports team pencils. A copy of both the survey and questionnaire can be found in the appendix.

Data Analysis

Both quantitative and qualitative analyses were used in this study. The qualitative analyses included the teacher journal, and teacher notes and questionnaire results. Quantitative analysis was used on the survey results.

Chapter 4
Results

The researcher sent a survey and questionnaire about the integration of language arts and physical education to ten physical education specialists. Seven surveys and questionnaires were returned. The survey was used in an attempt to determine how often, and at which grade levels, teachers integrate P.E. and language arts. The survey had a five point scale, with five meaning always, four meaning usually, three meaning sometimes, two meaning not very often, and 1 meaning almost never, or never. An average was made for the responses of each of the six questions by assigning the answer the number value used in each answer. A graph of those averages is in Figure 1. The first graph shows the responses by type of integration done. The bottom graph shows the responses by grade level.

The data suggests that stories are read more frequently to primary grades K-2, but was only done sometimes. Other types of reading are also incorporated into K-2 classes more frequently than in other grade levels, and was also catagorized as only being done sometimes. Writing was done most often in grades 3-6, but overall was categorized as not being done very often. Listening skills were used most of the time at all grade levels, but slightly more often in grades K-4. Verbal skills were used slightly more often in grades 3-6, and were classified as being usually used. Computer skills were not used at any grade level.

To answer the questions of what literature physical education specialists use, and how it is integrated with physical education class, the researcher kept a journal throughout the school year. The journal included a list of found literature that could be used in a physical education program, as well as ideas about how to incorporate that literature. The list included titles of books, poems, songs and chants, and ideas for puzzles, word sorts, charts, posters, and other displays. An annotated bibliography of the books and poems is included as Figure 2. The bibliography also includes activities that can be used with each item, as well as what specific goal or goals from the California State Physical Education Framework would be addressed.

The bibliography also includes those books listed by the seven teachers that responded to the question, 'List 5-10 books that you have used, or intend to use with a lesson.' One teacher listed only two books, another listed only seven, four teachers all included ten or more books in their listings. One teacher did not list any but included two bibliographies that she had compiled in the past, with the selections that she uses hi-lighted. She had twenty-six books hi-lighted. There were fifty-three different books in all, as some of the titles were duplicated.

To the question 'Please pick five-ten books listed above. Briefly describe a lesson that incorporates the use of each book.', the researcher received a variety of responses. Some gave very simple one, or two word responses, while others were very detailed plans as to how to use each book. One teacher sent the researcher a copy of an unpublished book that she and another participant collaborated on this past year. That book is entitled Let Loose With Mother Goose and has movement activities to use with Mother Goose rhymes. Except for the plans in the Let Loose With Mother Goose book, the activities listed by the participants are included in the bibliography of books in Figure 2.

When asked how and where teachers found the books they used, the answers varied. Three teachers replied that they asked other P.E. teachers, three also asked classroom teachers. Browsing through the library or book store was answered by four of the teachers. Three teachers used books found in catalogues, or book lists, while two teachers gained resources from inservices.

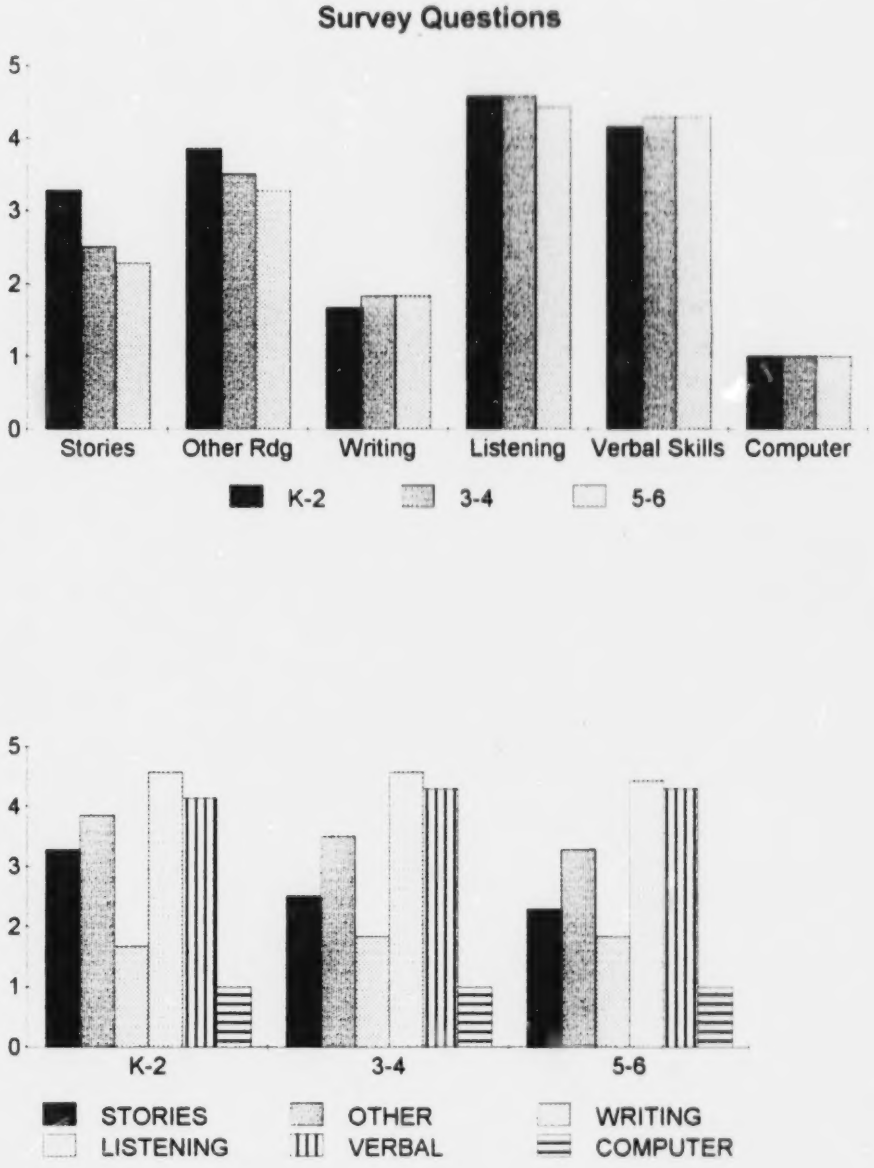
The teachers in the survey listed eleven different ways that they incorporate reading, other than books, into their lessons. These ways include the use of newspapers to share for information, a scrapbook made by the class, labels on skeleton parts used to make skeleton figures, inspirational quotes, Word Walls containing words related to P.E., a station of a circuit that has books for students to look at, posted rules and directions, task cards, score sheets, and informational posters.

Although writing skills were not very often used, according to the survey, there was a variety of responses as to how writing was included. At Thanksgiving time one teacher plays a

game of tag entitled "Thankful Tag". When a student is tagged, he or she may re-enter the game after going to a sheet of butcher paper, and writing down one thing that they are thankful for. Another teacher also directs the students write down what they are thankful for, but this is done in relay fashion. Another relay was a scooter board relay, where each student in turn adds another sentence to a story. The marker is used as the "handing of the baton" to the next person on the team. Two teachers have students write on paper to be added to a journal. Three teachers use worksheets of various types. Two teachers have children write rhymes, or a page about an activity that they have done, to be included in a classroom book about that activity. One teacher uses a textured alphabet that the students trace. One teacher responded that no writing was done in the physical education classes.

None of the teachers uses computers during their lessons.

Figure 1


Survey Questions
5
4
3
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1
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Stories
Other Rdg
Writing
Listening
Verbal Skills
Computer
K-2
3-4
5-6
5
4
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2
1
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K-2
3-4
5-6
STORIES
OTHER
WRITING
LISTENING
VERBAL
COMPUTER

Figure 2

An Annotated Bibliography for Integrating Physical Education and Language Arts

Compiled by Joy Schumacher, as part of a research project to integrate Physical Education and Language Arts

	TITLE	AUTHOR	DATE	ANNOTATION	GRADE	FRAMEWORK GOALS	ACTIVITY
1	1, 2, 3	William Wegman	1995	Photographs of Wegman's Weimaraner dogs posing as numbers 1-10.	K-3	Movement Skills and Movement Knowledge	After reading, arrange students in groups of four. Have groups form numbers. Take pictures to make a class book.
2	A Boy, A Dog, and A Frog	Mercer Mayer	1967	Pictures tell the story of a little boy and his dog who fail to capture a frog in a pond, but instead, acquire a new playmate.	K-1	Movement Skills and Movement Knowledge	Students can act out movements or actions from the story.
3	A Color of His Own	Leo Lionni	1997	A chameleon goes in search of a color of his own, and finds a friend.	K-3	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Act out animals in the book; discuss the differences among the animals. Extend that to the differences in us, the importance of friendship and support from others.
4	A Day in the Life of a Major League Baseball Player	John Monteleone	1990	This book takes the reader beyond the scenes of a major league stadium, and preparations for a big-league game.	3-6	Movement Skills and Movement Knowledge	Baseball Skills.
5	ABC of Crawlers and Flyers	Hope Ryden	1996	Illustrations and text present a different insect for each letter of the alphabet.	2-6	Movement Skills and Movement Knowledge	These pictures are wonderful for science as well as movement. Students can act out movements of insects. This book can be used with the song "Ugly Bug Ball".
6	Action Alphabet	Marty Neumeier and Bryon Glaser	1985	The letters of the alphabet appear as parts of pictures representing sample words, such as a drip formed by a D coming out of a faucet.	K-1	Movement Skills and Movement Knowledge	Have students act out the words of the book. Have them think of P.E. related words that begin with the same letter, and act those words out. Begin a P.E. word wall.
7	Adventures of Albert, the Running Bear, The	Barbara Isenberg	1982	Following his escape from the zoo, Albert Bear encounters a series of mishaps, and finally finds himself funning a marathon.	K-2	Movement Skills and Movement Knowledge	Follow this story up with some running activities, and discussion of lifelong fitness.
8	Albert's Ball game	Leslie Tryon	1996	There's a lot of action and fun in this humorous description of a baseball game.	K-5	Self-Image and Personal Development	This story can be followed up with miming to the son "Take Me Out to the Ball game", as well as beginning baseball skills.

	TITLE	AUTHOR	DATE	ANNOTATION	GRADE	FRAMEWORK GOALS	ACTIVITY
9	Alvin Ailey	Andrea Davis Pinkney	1993	The life, dancing, and choreography of Alvin Ailey, who created his own modern dance company to explore the African-American experience, are the subjects of this colorful book.	5-6	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	Study and demonstrate different dance styles.
10	Anansi, the Spider: A Tale From the Ashanti	Gerald McDermott	1972	Because Anansi and his brothers quarrel, the moon remains in the sky.	K-3	Movement Skills and Movement Knowledge	Fine motor development. Cut out the center of a paper plate. Punch holes around the remaining ring. Have students lace yarn in, and out of the holes across the plate to design a web of their own. Spiders and Flies tag game.
11	Animals Should Definitely Not Act Like People	Judi Barrett	1970	A silly story of animals trying to do the same things that people do.	K-2	Movement Skills and Movement Knowledge	Turn the tables, and have students act as animals do by crawling, galloping, roll in the dirt, etc.
12	Anna Banana: 101Jump Rope Rhymes	Joanna Cole	1989	Rhymes grouped according to jumping style.	2-5	Movement Skills and Movement Knowledge, Social Development	Have some students recite rhymes as others jump. After students understand the patterns of some of the rhymes, have them make up their own rhymes; the Cinderella ones are good to start with, then insert new colors and activities.
13	Antarctic Antics- A Book of Penguin Poems	Judy Sierra	1998	Poems based on the real lives and habits of Emperor penguins.	K-2	Movement Skills and Movement Knowledge	Penguins' First Swim" has many action words that can be acted out. Could be used as an introduction to tumbling unit.
14	April Showers	George Shannon	1995	Five foolish frogs enjoy playing in the April rain.	K-1	Movement Skills and Movement Knowledge	Locomotor, and non-locomoter activities.
15	Arrow to the Sun	Gerald McDermott	1977	Adaptation of a Pueblo Indian myth explaining how Lord Sun was brought to the world of men.	K-3	Movement Skills and Movement Knowledge	Indian dances; circuit movements relating to the kivas.

	TITLE	AUTHOR	DATE	ANNOTATION	GRADE	FRAMEWORK GOALS	ACTIVITY
16	At the Crack of the Bat	Lillian Morrison	1992	Full color paintings add to the hero-loving glory of this All-American sport.	4-6	Self-Image and Personal Development, and Social Development	Read these poems to motivate students during baseball unit, as an ending activity, or to discuss baseball history.
17	Barn Dance!	Bill Martin, Jr., and John Archambault	1986	The animals are holding a lively barn dance on a full moon night.	K-4	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Do "Chicken Fat" or "The Funky Chicken" dance, act out movements of farm animals, or use as a springboard to square dancing. A Reading Rainbow kit is available from the County Office of Education.
18	Barnyard Banter	Denise Fleming	1994	All the farm animals greet Goose with their appropriate sounds as she tours the farmyard.	K-2	Movement Skills and Movement Knowledge	Animal Movements.
19	Barnyard Dance!	Sandra Boynton	1993	A read aloud square dance with farm animals.	K-3	Movement Skills and Movement Knowledge	Introduction to square dancing, with pictures of specific square dance moves.
20	Baseball ABC	Florence Cassen Mayers	1994	An alphabet book using baseball terminology, equipment, teams, and players to introduce the alphabet.	K-3	Movement Skills and Movement Knowledge	An introduction to a baseball unit.
21	Baseball Ballerina	Kathryn Cristaldi	1992	A young girl who loves baseball is afraid that her friends will find out she is taking ballet lessons.	1-3	Self-Image and Personal Development, Movement Skills and Movement Knowledge	Stereotyped physical activities for kids.
22	Baseball in April and Other Stories	Gary Soto	1990	One story from a collection of stories focusing on everyday adventures of young Hispanics in Fresno.	3-6	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	Baseball skills and strategies.
23	Baseball Saved Us	Ken Mochizuki	1993	A Japanese American boy learns to play baseball when his family is forced to live in an internment camp during world War II.	3-6	Movement Skills and Movement Knowledge, Social Development	Baseball skills, Baseball history.

	TITLE	AUTHOR	DATE	ANNOTATION	GRADE	FRAMEWORK GOALS	ACTIVITY
24	Bat Jamboree	Kathi Appelt	1996	A counting book that focuses on the annual Bat Jamboree staged by some enterprising bats.	K-3	Movement Skills and Movement Knowledge	Great at Halloween. Follow with tumbling activities.
25	Bearobics	Vic Parker and Emily Bolam	1997	A hip, rhyming story about various jungle animals joining in the dance.	K-2	Movement Skills and Movement Knowledge	Follow the movements in the book.
26	Bear's Bicycle, The	Emilie McLeod	1975	A boy and his bear have an exciting bicycle ride.	K-3	Social Development	Discuss bicycle safety.
27	Beneath the Ghost Moon: A Halloween Tale	Jane Yolen	1998	The farmyard mice are sleeping. Beside each bed lies a tiny costume specially designed for the upcoming Ghost Eve Ball. Meanwhile, the dreaded creepy-crawlers are preparing to attack.	1-3	Movement Skills and Movement Knowledge	Dance to Halloween music. Creative movement to spooky music. Creeping and crawling.
28	Ben's Trumpet	Rachel Isadora	1979	Ben wants to be a trumpeter, but plays only an imaginary instrument until one of the musicians in the neighborhood night club discovers his ambition.	K-6	Movement Skills and Movement Knowledge, Social Development	Mime how each instrument used with jazz music might be played. Perform a piece as an "air band". Learn dances associated with jazz. A Read Along Kit is available from the San Diego County Office of Education.
29	Berenstain Bears and Too Much Junk Food	Stan and Jan Berenstain	1985	Healthy food is good for the family. How can Mom make them stop eating food that is bad. introduces importance of exercise. Also	K-3	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Use this book in a unit about nutrition. Play Supermarket Sweep; cut pictures of food from each food group. Put individual pictures inside tennis ball containers, and spread out in the field. Have groups go shopping for food their color.
30	Bicycle Man, The	Allen Say	1982	The amazing tricks two American soldiers do on a borrowed bicycle are a fitting finale for the school sports day festivities in a small village in occupied Japan.	2-5	Social Development	Discuss bicycle tricks and safety. Include some cycling as part of a sports day.
31	Big Pumpkin	Erica Silverman	1992	A witch can not make pumpkin pie without the help of some friends.	K-3	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Use this as an introduction to discussing teamwork; tug of war activities.

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32	Bold Fisherman, The	Mark Taylor	1967	The old folk-song of the same title serves as a springboard for this book about a fisherman given to braggadocia and tall tales.	2-5	Self-Image and Personal Development, Social Development	Mime fishing motions, actions from the story.
33	Broderick	Edward Ormondroyd	1969	Broderick becomes the most accomplished and renowned surfer in mouse history.	2-5	Movement Skills and Movement Knowledge, Social Development	Perseverance and practice will help you achieve your goal.
34	Brown Bear, Brown Bear, What Do You See?	Bill Martin, Jr. and John Archambault	1992	A pictorial representation of a question and answer game played by a teacher (mother in earlier edition) and her group.	K-2	Movement Skills and Movement Knowledge	Students can act out animal movements. Animal movements can be an introduction to a stunts and tumbling unit.
35	Casey at the Bat	Ernest Thayer	1888	There are many publications of this narrative poem about the celebrated baseball player who strikes out at the crucial moment of a game.	2-6	Movement Skills and Movement Knowledge, Social Development	Read during a baseball unit. Discuss emotions, appropriate behaves, and possible alternate endings. Mime the story.
36	Casey at the Bat	Illustrations and additional text by Patricia Polacco	'997	Patricia uses the poem to help tell a story of a boy who plays in a Little League game. Great surprise ending!	2-6		
37	Casey at the Bat	Illustrations by Gerald Fitzgerald	1995	Humorous drawings of the perennial favorite.	2-6		
38	Cat and Mouse	Bagacki Tomek	1996	A cat follows a mouse, and eventually gets stuck. Uses relationships such as up, down, over, under, etc.	K-3	Movement Skills and Movement Knowledge	Station activities; obstacle course using the relationships in the book.
39	Chanukah Guest, The	Eric A. Kimmel	1990	Bubba Brayna is making potato latkes for the rabbi.	K-3	Movement Skills and Movement Knowledge	Follow with a dance and some related games that reinforce terms in the book. Stations for dreidle, coloring, playdough for latkes, racquets for turning latkes all work on fine motor skills.
40	Chicka Chicka Boom Boom	Bill Martin, Jr. and John Archambault	1989	An alphabet rhyme/chant that relates what happens when the whole alphabet tries to climb a coconut tree.	K-3	Movement Skills and Movement Knowledge	Hold up alphabet cards. Have 2-4 children form each letter. Pantomime actions.

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41	Chickens Aren't the Only Ones	Ruth Heller	1981	All kinds of animals that lay eggs are introduced	K-2	Movement Skills and Movement Knowledge	Animal movements, an egg hunt.
42	Children's Book of Virtues, The	William J. Bennett, ed.	1995	Stories, poems and fables illustrate ten virtues in this collection based on the concepts used in the adult Book of Virtues.	K-5	Self-Image and Personal Development, Social Development	Discussions of character development, good sportsmanship.
43	Clap Your Hands	Lorinda Bryan Cauley	1992	Children and animals bounce on through the pages of this illustrated rhyme.	K-1	Movement Skills and Movement Knowledge	Read aloud, and have students act out actions. Audio tape available at public library.
44	Color Dance	Ann Jonas	1989	This joyous book shows how colors mix and combine using photographs of the movements and costumes of young dancers.	K-3	Movement Skills and Movement Knowledge	Cut colored squares of see through chiffon. Have students dance and move around when their color is described in the book. Students can observe a color change when primary colors are put together.
45	Crictor	Tomi Unger	1958	A pet boa becomes the hero of a small French town after he captures a burglar.	K-3	Movement Skills and Movement Knowledge	Crictor becomes a jump rope for the boys and girls, so jump rope after reading this story. Use short rest breaks to form numbers, shapes and letters with the ropes, then perform balances , stunts, or strengthening exercises in and around the ropes.
46	Crocodile Beat	Gail Jorgensen	1988	Animals march, sing, stomp, make a parade down to the river, where a crocodile awaits his dinner.	K-2	Movement Skills and Movement Knowledge	Dancing, marching, animal movements.
47	Cross Country Cat	Mary Calhoun	1979	When he becomes lost in the mountains, a cat with the unusual ability of walking on two legs, finds his way home on cross-country skis.	K-3	Movement Skills and Movement Knowledge	Pretend to ski. Perform exercises associated with skiing.
48	D.W. Flips	Marc Brown	1987	D.W., a young anteater, discovers that lots of practice eventually helps her master the new routine in her gymnastics class.	K-3	Movement Skills and Movement Knowledge	Gymnastics, stunts, and tumbling.

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49	Dance With Me	Barbara Juster Esbensen	1995	A basketball player, raindrops, a shadow, and waves all are dancers in their own special ways in this book of poems.	K-5	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Introduction to a dance unit; creative dance movements.
50	Dancing Drum	Terri Cohlene	1990	Retells the Cherokee legend in which Dancing Drum tries to make Grandmother Sun smile on the people again. Describes the history and culture of the Cherokee Indians.	3-6	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	This book is an introduction to Indian dancing. Can be used in social studies to help teach about American Indians.
51	Dancing Feet	Charlotte Agell	1991	All around the world feet walk and dance and skip, hands dig and bake and play. Join in this joyful celebration of the similarities and differences among all of us.	K-3	Movement Skills and Movement Knowledge, Social Development	Use during a dance or rhythms unit.
52	Dancing with the Indians	Angela Shelf Medearris	1991	While attending a Seminole Indian celebration, an African-American family watches and joins in several exciting dances.	5-6	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	An introduction to American Indian dances.
53	Day the Goose Got Loose, The	Reeve Lindbergh	1990	A goose unlocks her pen and spends a day roaming the farm, and causing problems.	K-2	Movement Skills and Movement Knowledge	Animal Movements
54	Dem Bones	Bob Banter	1996	The human skeleton is introduced by using the words of the old song "Dem Dry Bones".	K-3	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Use with a unit about the human body. Laminate and cut bone pictures out. Have students put a skeleton together in relay fashion.
55	Duck Goes Fishing	Judy Delton	1983	Disaster prone Duck joins Owl and Fox on their fishing trip.	K-3	Movement Skills and Movement Knowledge	Mime the actions.
56	Eentsy Weentsy Spider	Joanna Cole and Stephanie Calmenson	1991	38 rhymes that demonstrate the fun children have performing the actions.	K-1	Movement Skills and Movement Knowledge	Follow the movements in the book.
57	Everyone Knows What a Dragon Looks Like	Jay Williams	1984	In this humorous tale told in folk tradition, the leaders argue about what a dragon looks like.	2-4	Movement Skills and Movement Knowledge	Dragon dodgeball.

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58	Field Beyond the Outfield, The	Mark Teague	1992	Ludlow Grebe sees monsters everywhere, even on the ball field. This imaginative story will have readers of all ages dreaming about the ballpark.	K-5	Self-Image and Personal Development	Baseball skills and activities.
59	Fisherman's Luck	Josephine Aldridge	1986	Sy, the Marine fisherman, loses his wharf and house in a storm. Through the help of the other fishermen gets a new and stronger wharf with a better house.	1-3	Movement Skills and Movement Knowledge, Social Development	Mime the actions to the story. Perform physical fitness activities in order to be as strong as the friends building the new house.
60	Five Live Bongos	George Ella Lyon	1994	Five children make wonderful sounds with bread pans and pot lids as the drum their way all over the house.	K-5	Movement Skills and Movement Knowledge, Social Development	Rhythm sticks, lummi sticks, other rhythm activities.
61	Footprints and Shadows	Anne W. Dodd	1994	This picture book tries to answer the question of where footprints and shadows go.	K-2	Movement Skills and Movement Knowledge	See Shadowville and My Shadow.
62	Footprints in the Sand	Cynthia Benjamin	1999	A story about desert animals and the movements they use to get home.	K-2	Movement Skills and Movement Knowledge	During or after reading the book, the students could act out animal actions.
63	Freddie Works Out	Ruth Tilden		Freddie the frog provides motivation to exercise as he touches his toes, performs jumping jacks and does pull-ups.	K-3	Movement Skills and Movement Knowledge	Introduces exercises.
64	Friends	Helme Heine	1982	Three friends who like cycling, and love to be together, come to the realization that sometimes that's not possible.	K-3	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	Friends doing physical activities together. Cycling.
65	Frog Alphabet Book, The	Jerry Pallotta	1990	Introduces the letters of the alphabet by describing a frog or other amphibian for each letter.	K-6	Movement Skills and Movement Knowledge	Perform animal movements, or have students work together to form the shapes of the letters.
66	Frogs Jump: A Counting Book	Steven Kellogg	1996	Illustrations provide humorous interpretations of the selection of animals from one frog to twelve whales.	K-6	Movement Skills and Movement Knowledge	Students can act out movements, or create movements for unusual animals. Add adverbs such as slowly, quickly, to the movements.

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67	From Head to Toe	Eric Carle	1997	The confidence building message "I can do it!" repeats itself in this interactive picture book. A variety of familiar animals, depicted in colorful collages, invites children to copy the antics as the animals move.	K-2	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Have students perform the movements done in the book. Think of other animal actions to perform. Use the song "Animal Action" from the Kids in Motion tape/CD.
68	Germs Make Me Sick	Melvin Berger	1995	A Reading Rainbow book. Tells about germs in a story form.	K-4	Self-Image and Personal Development	Use this book when talking about the human body.
69	Get the Ball, Slim	Marcia Leonard		Tim and Jim like to play ball with their dog, Slim. Whaen Jim hits the ball hard, watch out!	K-5	Movement Skills and Movement Knowledge	Baseball skills, Container Ball
70	Giving Thanks; A Native American Good Morning Message	Chief Jake Swamp	1995	A Mohawk chieftain gives thanks for Mother Earth and the Universe that surrounds her.	K-5	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	Thanksgiving Tag: After being tagged by 'It', student must write one thing that they are thankful for before re-entering the game. Thanksgiving relay: Write thankful things down in relay fashion.
71	Gonna Sing My Head Off!	Kathleen Krull	1992	A beautiful folk song collection that covers the nation's musical history, reflects the country's ideals, and evokes good times, hard time, love, and community.	K-6	Movement Skills and Movement Knowledge, Social Development	This is an excellent collection of folk songs, many of which are excellent for creative dramatics, movement sequences, rhythm, and dancing. Ties in well with American history.
72	Grover's Own Alphabet	Sesame Street Book		A story about making letters with your own body.	K-2	Movement Skills and Movement Knowledge	Students make letters with their bodies; spell out words, names in small groups. Can use jump ropes to form letters, as well.
73	Gym Day Winner, The	Grace Maccarone	1996	A story about a day in P.E. where the students run, tag, tumble and play basketball. Pam, who is in a wheelchair, is good at everything. Sam struggles with most of the activities. In the end, Sam makes a basket, to win the game for his team.	K-5	Movement Knowledge and Movement Skills, Self-Image and Personal Development	Discuss differences in ability, encouraging each other, trying to do your best. Do some running, tag games, tumbling, or basketball.

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74	Gym Teacher from the Black Lagoon, The	Mike Thaler	1994	Boys anticipate that the new gym teacher will be mean, but are pleasantly surprised when he arrives	1-5	Movement Skills and Movement Knowledge, Social Development	Great first day of P.E. class story. After reading it, have children do relays up to a chalkboard, or poster board, and then write what their favorite activity to do in P.E. is.
75	Handmade Alphabet, The	Lauren Rankin	1991	A children's' book of ASL alphabet. Hands do the talking in this sign-language alphabet book.	K-5	Movement Skills and Movement Knowledge, Social Development	Fine motor skills. Introduce the alphabet, and then sign letters and words. Sign language tag. (PE Central)
76	Here Are My Hands	Bill Martin, Jr. and John Archambault	1987	Body awareness. Children from around the world indicate body parts, and purpose for those parts.	K-1	Movement Skills and Movement Knowledge	Body part identification. Play Simon Says, or do the Hokey Pokey or Lubey Lou.
77	Hiccups for Elephant	James Preller	1995	An elephant interrupted nap time for the other animals when he got a bad case of the hiccups.	K-2	Movement Skills and Movement Knowledge	Animal walks, animal imitations.
78	Hippo Hop, The	Christine Loomis	1995	In this imaginative journey into the world of singing, dancing animals, young readers can chant along with the words, identify animals and dances, and laugh out loud.	K-3	Movement Skills and Movement Knowledge	Chant with the words; dance as the animals do. Do the Bunny Hop.
79	Hop Jump	Ellen Stoll Walsh	1993	Most of the other frogs enjoy hopping, but Betsy prefers to dance.	K-2	Movement Skills and Movement Knowledge, Social Development	Locomotor and non-locomotor activities.
80	How Much is a Million?	David Schwartz	1985	Using images that children can enjoy, the concepts of million, billion and trillion are explained.	K-4	Movement Skills and Movement Knowledge	Use this book to illustrate a million; your heart beats a million times a year. Or use it with a jogging club after you have totaled miles run by the school.
81	How to Eat Fried Worms	Thomas Rockwell	1973	In this very humorous story, Billy takes on a bet. He will eat fifteen worms in fifteen days. His family and friends device ways to cook them.	3-6	Self-Image and Personal Development	Perseverance.

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82	Humphrey The Dancing Pig	Arthur Getz		Humphrey tries to be like all the other barnyard animals, but struggles to do so. He even takes up dancing to lose weight, but then doesn't look much like a pig. He eventually decides it is o.k. to be a pig.	K-3	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Imitate the animals, discuss differences and acceptance.
83	I Went Walking	Sue Williams	1989	During the course of a walk, a young boy identifies animals of different colors.	K-2	Movement Skills and Movement Knowledge	Walking, climbing, crouching, hopping, animal movements. Animal Charades.
84	Icebergs and Glaciers	Seymour Simon	1987	Spectacular illustrations. Lively and informative text.	K-5	Movement Skills and Movement Knowledge	Slow motion movements
85	If You're Happy and You Know It	Nicki Weiss	1987	An illustrated collection of camp songs and traditional songs with piano and guitar music.	K-6	Movement Skills and Movement Knowledge	Great teacher resource book for those that read music. Suggested movements and motions are in the illustrations.
86	In the Morning Mist	Eleanor Lapp	1978	A young child and grandfather set out on a fishing expedition, and find the countryside transformed by the morning fog.	K-2	Movement Skills and movement Knowledge	Walking.
87	In the Small, Small Pond	Denise Fleming	1993	Illustrations and rhyming text describe the activities of animals living in and near a small pond as spring progresses to autumn.	K-2	Movement Skills and Movement Knowledge	Form a circle to make a pretend pond. Describe an animal and motion to the class, and have the students pretend to be that animal.
88	In the Tall, Tall Grass	Denise Fleming	1991	Beginning as the sun is high in the sky, and ending as the fireflies blink and the moon rises above, the readers follow a fuzzy caterpillar crawling through the tall, tall grass.	K-2	Movement Skills and Movement Knowledge	Crawl in different ways. Animal movements at different levels.
89	In the Year of the Boar and Jackie Robinson	Bette Bao Lord	1984	A story of a girl who leaves China to join her father in New York in 1947.	4-6	Movement Skills and Movement Knowledge, Personal Development	Baseball skills.
90	Itsy Bitsy Spider, The	Iza Trapani	1993	Witty and humorous, this fresh retelling of a childhood favorite follows our persistent little heroine through a day of adventure.	K-2	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Fine motor finger movements with the song. Play the Itsy-Bitsy Spider game.

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91	Jiggle Wiggle Prance	Sally Noll	1987	Thirty-six words, and thirty-three of them are action verbs.	K-2	Movement Skills and Movement Knowledge.	Locomotor and Non-locomoter movements to the action words in the book. Clap the rhythm of the book.
92	Jump, Frog, Jump	Robert Kalan	1981	A cumulative tale in which a frog tries to catch a fly without getting caught himself.	K-1	Movement Skills and Movement Knowledge	Jump like a frog; high, low, fast, slow, etc. Play Leap Frog.
93	Kick, Pass, and Run	Leonard Kessler	1996	Frog and his friends don't know what to do with a strange brown thing that lands in the forest. Watching a game gives them a few ideas.	K-4	Movement Skills and Movement Knowledge	A good book to introduce football, and football terminology. Practice punting or drop kicking playground or footballs. Practice other football skills.
94	Knots on a Counting Rope	Bill Martin, Jr.	1987	Each time his grandson asks him to repeat the story of Boy-Strength and Blue-Horses, Grandfather adds another Knot on a counting rope.	K-3	Self-Image and Personal Development	Facing challenges, confidence.
95	Last-Place Sports Poems of Jeremy Bloom: a Collection of Poems about Winning, Losing, and Being a Good Sport (Sometimes), The	Gordon Korman and Bernice Kormen	1996	A book that explores the world of sports by using different kinds of poetry, from haiku to narrative verse.	3-6	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	Discussions about sportsmanship, and character.
96	Left-Handed Shortstop	Patricia Reilly Giff	1997	When his classmates brag that Walter is their star shortstop, Walter makes a cast for his left arm so the kids won't see what a terrible player he really is.	4-6	Movement Skills and Movement Knowledge, Social Development	Baseball Skills, History of left-handedness.
97	Leo the Late Bloomer	Robert Kraus	1971	Will Leo ever bloom? Watch him and find out.	K-5	Social Development, Self-Image and Personal Development	Discussion of differences in ability and development.
98	Let's Go Swimming With Mr. Sillypants	M.K. Brown	1986	Mr. Siilypants worries so much about his swimming lesson, that he has a dream in which he turns into a fish.	K-3	Movement Skills and Movement Knowledge	Swimming activities.

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99	Little Engine That Could, The	Watty Piper	1976	Although the train is little, it has the willpower to get the toys over the mountain.	K-2	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Locomotor activities. Building self confidence. Take pictures of the students as they perform physical skills. Make a class book of all that we can do.
100	Little Old Lady Who Was Not Afraid of Anything, The	Linda Williams	1986	Once upon a time there was a little old lady who was not afraid of anything; until one windy autumn night, while walking through the woods, she hears CLOMP CLOMP, and other noises.	K-3	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Good Halloween time book. Walk, march, move as the action words and adjectives describe.
101	Magic Moonberry Jump Rope, The	Dakari Hru	1996	Two sisters love to jump rope, but have no one to jump with. With the help of a "magic" rope that their uncle brings from Africa, they meet new friends.	K-3	Movement Skills and movement Knowledge	Jump rope skills, especially long rope and double Dutch.
102	Magic School Bus: Inside the Human Body, The	Joanna Cole	1989	Ms. Frizzle and her students take a trip through the human body.	K-4	Self-Image and Personal Development	Use this book in a unit about the human body.
103	Max	Rachel Isadora	1976	Max finds a new way to warm up for his Saturday baseball game; his sister's dance class.	K-4	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Break the class into groups of five or six. Have each group invent a dance using moves from a baseball game. Play baseball related songs such as "Center Field".
104	Meanest Thing to Say, The	Bill Cosby	1997	To win the game, Little Bill must say mean things to a new boy. Can Little Bill be a winner, and a nice person, too?	1-5	Self-Image and Personal Awareness, Social Development	Discuss how and why to be a good sport, and friend. Good beginning of the year book.
105	Mitten, The	Jan Brett	1992	An old Ukrainian folktale about a little boy and his lost mitten.	K-2	Movement Skills and Movement Knowledge	Lace mitten shapes together for fine motor skills. Move around a parachute or blanket pretending to be the different animals in the story. Pull the parachute off at the sneeze.

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106	My Shadow	Robert Lewis Stevenson	1990	G.P. Putnam's Sons illustrated version of the poem in which a child describes her relationship with her shadow.	K-4	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Shadow box plays, Shadow Tag, trace shadows in movement poses and make stick people. Discuss that the shorter the shadow, the greater the need for sun screen. A Reading Rainbow Kit is available from the San Diego County Office of Education.
107	Nessa's Fish	Nancy Luenn	1990	Nessa's ingenuity and bravery save the fish she and her grandmother have caught to feed everyone in their Eskimo camp from poachers.	2-4	Movement Skills and Movement Knowledge	Circuit activities.
108	Never Snap at a Bubble	Yvonne Winer	1987	A baby frog eats bubbles, even after his parents warn him not to.	K-2	Movement Skills and Movement Knowledge	On a hot day, have the students divide into two groups. Have half the students make bubbles using fruit baskets instead of wands. The other half chases and pops the bubbles. Read the book after the activity.
109	Norma Jean, Jumping Bean	Joanna Cole	1987	Norma Jean, who loves to jump, stops her favorite activity after friends complain. Participation in the school Olympics proves there is a place for jumping.	K-2	Movement Skills and Movement Knowledge	Jump rope activities, locomotor and non-locomotor skills, an introduction to a field day, or Jr. Olympics.
110	Oh, A Hunting We Will Go	John Langstaff	1974	New and old verses for a popular song about hunting and capturing animals, then letting them go.	K-1	Movement Skills and Movement Knowledge	Station activities.
111	Olympics	B.G. Hennessy	1996	A profile of what happens at the Olympics, including preparations and the actual competitions.	K-5	Movement Skills and Movement Knowledge	Use this with a Jr. Olympics event, or specific activities such as track and field.
112	One in the Middle is the Green Kangaroo	Judy Bloom	1981	Freddy hates being the middle one in the family, until he gets a part in the school play.	2-6	Movement Skills and Movement Knowledge	Jumping and leaping; station activities.
113	Over in the Meadow	Ezra Jack Keats, illustrator	1999	A story about various animals and the movements or sounds that they make.	K-3	Movement Skills and Movement Knowledge	Animal Movements.

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114	Owl Moon	Jane Yolen	1987	On a winter's night under a full moon, father and daughter trek into the woods to see the great horned owl.	K-3	Movement Skills and Movement Knowledge	Tracking or orienteering activities.
115	Paper Crane, The	Molly Bang	1985	A mysterious man enters a restaurant and pays for his dinner with a paper crane that magically comes alive and dances.	K-3	Movement Skills and Movement Knowledge, Social Development	Use streamers while acting out locomotor and non-locomotor movements in tempo and rhythm of Japanese music. A Read Along Kit, and Reading Rainbow Kit are available from the San Diego County Office of Education.
116	Parker Penguin and the Winter Games	Jon Chardiet	1999	Parker Penguin's team is not good at hockey, cross-country skiing, or tobogganing. Papa Penguin helps Parker learn the secret of true team spirit.	K-3	Movement Skills and Movement Knowledge, Self-Image and Personal Growth, Social Development	Use this book to introduce hockey, Winter Olympics, sportsmanship, winning versus having fun, team spirit, animal actions.
117	Pelican	Brian Wildsmith	1982	When a pelican hatches from the large egg Paul finds, he must teach the bird how to fish.	K-3	Movement Skills and Movement Knowledge	Station activities, pantomime.
118	Playgrounds	Gail Gibbons	1985	text offers opportunities for children to extend their vocabulary, and compare different swings, slides, climbing apparatus, and sandbox tools.	K-1	Movement Skills and Movement Knowledge	Use this book to introduce playground equipment, and rules.
119	Pretend You're a Cat	Jean Marzollo	1990	Each double wide painting of an animal with a small boxed picture of children imitating the animal, and series of questions with rhymed verse invite the readers to join in.	K-2	Movement Skills and Movement Knowledge	Perform the animal actions of the book.
120	Ragtime Tumpie	Alan Schroeder	1989	An account of the childhood of the entertainer Josephine Baker. It tells of a young black girl who longs to find the opportunity to dance amid poverty and vivacious	5-6	Movement Skills and Movement Knowledge, Social Development, Self-Image and Personal Development	A good book to motivate students to dance.

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121	Rainbow Fish	M. Pfister	1992	Rainbow Fish learns that sharing brings happiness.	K-5	Movement Skills and Movement Knowledge	Concept of teamwork. Play Rainbow Fish Tag. 2-3 students are 'It', and tag others. If tagged, must sit on the ground. May enter the game again if one of the 3-4 students with a colored beanbag gives you a beanbag.
122	Rapid Robert Roadrunner	Bob Reese	1981	Rapid Robert explains why he loves to run through the desert.	K-3	Movement skills and movement Knowledge	Benefits of running, hopping, other aerobic activities.
123	Read, Set, Hop!	Stuart Murphy	1996	Explains equation building as two frogs count their hops to a rock, a log, and a pond.	K-6	Movement Skills and Movement Knowledge, Social Development	Hop the answer to math problems; change the hop to other locomotor activities.
124	Ride the Cold Wind	Anico Surany	1964	An Indian boy and his sister living on the shores of Lake Titicaca, in Peru, meet with adventure when they take their father's fishing boat out alone.	2-5	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	Creative movement activities, Station activities.
125	Ronald Morgan Goes to Bat	Patricia Giff	1988	Although he can't hit or catch, Ronald loves to play baseball.	3-6	Movement Skills and Movement Knowledge, Self-Image and personal Development, Social Development	Accepting others without physical skills.
126	Rosie's Walk	Pat Hutchins	1968	Rosie the hen takes a walk around the farm before dinner, trailed by a hungry fox who, at every turn, just misses catching the hen.	K-1	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Form class into groups of three. Have each group walk around the farm, stopping at the different locations Rosie went to. After the students arrive at a new location, they can perform the movement of the animals that were at that particular location.
127	Sea Shapes	Suse MacDonald	1994	Can you find the shapes of a crescent, star, spiral, and more in the sea?	1-3	Movement Skills and Movement Knowledge	Creative movements, making shapes with your body.

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128	Shadowville	Michael Bartalos	1995	Shadowville is the place shadows go to from dusk until dawn.	K-3	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Play Shadow Tag, make puff people, make hand shadow animals. Dance to the song "Shadow Dancing"; Kids in Motion tape/CD. Watch the Reading Rainbow video MY Shadow.
129	Shake Dem Bones	W. Nikola-Lisa	1997	Fairy tale characters shake, rattle and roll at a super Halloween party.	K-3	Movement Skills and Movement Knowledge	Creative movement.
130	Shake My Sillies Out, Raffi Songs to Read	Raffi	1990	A story with action words.	K-2	Movement Skills and Movement Knowledge	Have the students act out the words as you read the story. Play a tape or CD with the song.
131	Shannon: An Ojibway Dancer	Sandra King	1993	Shannon, who lives in Minneapolis with her grandmother, sisters, and cousins, is a fancy shawl dancer. Snippets of family conversation lend an intimacy and familiarity not usually available to non-Indian readers.	3-6	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	
132	Shapes Game, The	Paul Rodgers	1989	This is a dazzling way to introduce very young children to nine of the shapes around them. Fun to say riddles and brilliantly colorful pictures are included.	K-3	Movement Skills and Movement Knowledge	Students form shapes with their bodies, or with jump ropes.
133	Shawn's Red Bike	Petronella Breinburg	1975	Shawn saves all the money he earns to buy a bike.	K-1	Movement Skills and Movement Knowledge	Cycling; creative movement.
134	Silly Sally	Audrey Wood	1992	A story with action phrases such as walking backwards, upside down, etc..	K-3	Movement Skills and Movement Knowledge	Have students act out the action phrases as you read aloud.
135	Singing Bee!	Jane Hart, ed..	1989	A collection of favorite children's songs.	K-6	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	Creative Movement
136	Skeleton Inside You, The	Philip Balestrino	1989	An information book, in story form, about the human skeleton.	K-4	Self-Image and Personal Development	Use this book to introduce the skeleton.
137	Slam Dunk: Poems About Basketball	Lillian Morrison, ed.	1995	An anthology of 42 short poems about basketball. Includes writers Walter Dean Myers and Jack Prelutsky.	2-6	Movement Skills and Movement Knowledge	Basketball skills.

	TITLE	AUTHOR	DATE	ANNOTATION	GRADE	FRAMEWORK GOALS	ACTIVITY
138	Slither, Swoop, Swing	Alex Ayliffe	1992	A variety of animals describe action words such as dive, slither, hop.	K-3	Movement Skills and Movement Knowledge	Animal actions, locomotor and non-locomotor skills.
139	Small Green Snake	Libba Moore Gray	1994	Despite his mother's warning not to wander, Small Green Snake wiggles away to investigate the new sound from across the garden wall.	K-3	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Audience participation, Rattlesnake and Bumblebee game, Rattlesnake Tag.
140	Snowy Day, The	Ezra Jack Keats, illus.	1962	A young black boy's delight during his first snow fall.	K-2	Movement Skills and Movement Knowledge	Make angels in the 'snow', have a 'snowball' fight with yarn balls or wadded paper balls.
141	Song and Dance Man	Karen Ackerman	1988	When grandpa's grandchildren follow him up the attic stairs, a dazzling show begins. Grandpa brings to life the old soft-shoe routine.	K-3	Movement Skills and Movement Knowledge, Social Development	Dance.
142	Sports Illustrated for Kids	Sports Illustrated		Monthly periodical features articles about young people in sports, biographies of pros., playing tips, stories and puzzles.	3-6	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	Use articles for reference to make posters or charts, puzzles for rainy day activities, set a few out at a station, etc.
143	Sports Pages	Arnold Adoff	1986	A thought, feeling, or movement of an athlete is chronicled in these free-verse poems dealing with sports.	3-6	Movement Skills and Movement Knowledge	Use with related activity. Or on a rainy day, use some poems to model before writing some of their own.
144	Sports Riddles	Joseph Rosenbloom	1982	The world's best sports riddles and jokes	2-6	Movement Skills and Movement Knowledge	Use as a time filler, introduction to a skill or unit, or ending of a lesson.
145	Sportsworks; more than 50 fun games and activities that explore the science of sports	Ontario Science Center	1989	Students interested in trivia and information on the human body, sports, and sports activities will find this book entertaining and informative.	3-6	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	Trivia or more knowledge about a sport or skill in a unit.
146	Squirrels	Brian Wildsmith	1984	This story tracks a busy squirrel in words and full color illustrations.	K-2	Movement Skills and Movement Knowledge	Squirrel in the Tree game.
147	Story of the Jumping Mouse, The	John Steptoe	1989	The gifts of Magic Frog and his own hopeful and unselfish spirit bring Jumping Mouse to the Far-Off Land, where no mouse goes hungry.	K-3	Movement Skills and Movement Knowledge	Obstacle Course.

	TITLE	AUTHOR	DATE	ANNOTATION	GRADE	FRAMEWORK GOALS	ACTIVITY
148	Stuck in the Mud	Josephine Croser	1987	All the animals help to get Ellie, the elephant, out of the mud.	K-2	Movement Skills and Movement Knowledge	Play the game Stuck in the Mud, or Tunnel Tag.
149	Supergrandpa	David Schwartz	1991	This story about a grandfather who won the longest bike race in Sweden is based on fact.	1-6	Movement Skills and Movement Knowledge, Social Development	Bicycle safety, Introduction to a bicycle unit. discussions about trying your hardest, doing your best.
150	Swish!	Bill Martin, Jr. and Michael Sampson	1997	The excitement and energy of a girl's basketball game are captured in this picture book.	K-4	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Basketball Skills.
151	Take a Walk in Their Shoes	Glennette Tilley Turner	1992	Brief biographies, in short skit form, that highlight the lives of 14 Black Americans.	3-6	Self-Image and Personal Development, Social Development	discussions of personal development.
152	Talking Eggs, The	Robert D. San Souci	1989	A Creole folk tale in which Blanche runs away to the woods to escape her harsh mother's assignments.	K-4	Movement Skills and Movement Knowledge	Square dances, VA Reel; animal movements
153	T-ball Is Our Game	Leila Gemme	1978	A group of youngsters learn to play T-ball.	K-3	Movement Skills and Movement Knowledge	Baseball skills.
154	Teammates	Peter Golenbock	1990	A story about Jackie Robinson.	K-5	Movement Skills and Movement Knowledge, Social Development	Baseball history, Baseball skills.
155	Teddy Bear, Teddy Bear: A Classic Action Rhyme	Michael Hague	1993	The classic action rhyme about a bear who turns around, touches the ground, etc. There are suggested actions in the back of the book.	K-3	Movement Skills and Movement Knowledge	Children can perform the actions suggested in the book, or some of their own.
156	Ten Apples on Top	Theodore LeSieg	1961	Three bears try to pile apples on their heads in this nonsense story.	K-2	Movement Skills and Movement Knowledge	Students balance bean bags on head, and other body parts as they move around.
157	Thank You Jackie Robinson	Barbara Cohen	1989	A memoir written by Sam, about his friendship with an old man, and his devotion as a boy to the Brooklyn Dodgers, and Ebbets Field.	3-6	Self-Image and Personal Development, Social Development	Baseball skills, Baseball history.
158	This is Baseball	Margaret Blackstone	1993	A picture book that describes equipment, players and terminology of baseball.	K-2	Movement Skills and Movement Knowledge	An introduction to baseball.

	TITLE	AUTHOR	DATE	ANNOTATION	GRADE	FRAMEWORK GOALS	ACTIVITY
159	Ty's One-Man Band	Mildred Pitts Walter	1980	While playing by a pond, a young black child meets a one-legged, one-man band who brings music to the community.	2-4	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	Dance, rhythm movements.
160	Very Hungry Caterpillar, The	Eric Carle	1969	Follows the progress of a very hungry caterpillar as he eats his way through a varied, and large quantity of food, until he forms a cocoon around himself and goes to sleep.	K-3	Movement Skills and Movement Knowledge, Social Development	Perform student picked exercises in the number pattern of the book; one jump, two sit-ups, three jumping-jacks, etc.
161	We're Going On a Bear Hunt	Michael Rosen	1989	Brave bear hunters go through grass, a river, mud, and other obstacles before an encounter with a bear.	K-3	Movement Skills and Movement Knowledge.	Creative movement to mime actions of the hunters.
162	What Happens to a Hamburger?	Paul Showers	1985	A story about digestion.	K-4	Self-Image and Personal Development	Use this book with a unit about food groups, or digestion.
163	What's the Matter, Sylvie, Can't You Ride?	Karen Andersen	1981	Sylvie experiences the trial of learning to ride a two-wheeler.	K-3	Movement Skills and Movement Knowledge	Cycling; building self-esteem.
164	Wheel Away!	Dayle Ann Dodds	1991	A story about a wheel that gets away from a boy. Uses prepositions such as over, under, across, etc. It has sound effects as well.	K-1	Movement Skills and Movement Knowledge	Set up stations or an obstacle course using directions that prepositions.
165	Where the Wild Things Are	Maurice Sendak	1963	Max is sent to his room for misbehaving. Suddenly, his room transforms, and he finds himself in a magic forest full of creatures.	K-3	Movement Skills and Movement Knowledge, Self-Image and Personal Development	Dancing, stretching, jumping, galloping, cartwheels.
166	Who Stole the Cookies	Judith Moffat	1996	A cast of animal characters ask who stole the cookies in this rhyming first reader.	K-2	Movement Skills and Movement Knowledge	Rhythm movement as children follow the hand motions in the pattern, and ask each other the question. good at the beginning of the year for learning names.
167	Why the Sun and the Moon Live in the Sky	Elpinstone Dayfell	1977	Sun and his wife, the moon, lived on earth and built a large house so that the water people could visit. So many people poured in that Sun and Moon were forced to move to the sky.	K-2		

	TITLE	AUTHOR	DATE	ANNOTATION	GRADE	FRAMEWORK GOALS	ACTIVITY
168	Wilma Unlimited: How Wilma Rudolph became the World's Fastest Woman	Kathleen Krull	1996	A biography of the African American woman who overcame polio as a child to become the first woman to win three gold medals in track in a single Olympics.	1-6	Movement Skills and Movement Knowledge, Self-Image and Personal Development, Social Development	An introduction to track and field, or the Olympics. An introduction to talking about personal best.
169	Wizard, The	Bill Martin, Jr.	1994	A wizard and his assistants cast a spell that ends up making the wizard disappear.	K-3	Movement Skills and Movement Knowledge	Creative movement; dance, sing, flop, prowl.
170	Working in Sports and Recreation	Barbara Lee	1996	Twelve people involved in careers related to sports and recreation talk about their professions.	4-8	Movement Skills and Movement Knowledge Self-Image and Personal Development, Social Development	Use when discussing different careers, skills for those careers.
171	Your Skin and Mine	Paul Showers	1991	A story about skin, and its function.	K-4	Self-Image and Personal Development	Use this book with a unit about the human body.

Chapter 5
Discussion

In an effort to answer the question of what literature could be used to integrate with physical education, and how to use the literature, a journal was kept. During the course of keeping the journal of books, and poems that I could use as part of a lesson in a primary physical education class, I began to examine every children's' book that I looked at in a slightly different fashion than I had before; always asking myself what it was about any particular book that could be related to any part of physical education. I am amazed at how many titles I have accumulated, and know that there are many, many, more that I have not listed.

I also sent a questionnaire to ten physical education teachers, to find out what literature they used, and how they used it. I chose teachers that I knew used some type of literature integration in their physical education classes. Without doing further research, I suspect that a majority of teachers use little, if any, literature integration in their physical education classes.

In the beginning of my search for books to use, like some of the participants, I did not know where to look; other than to browse through bookstores, libraries, or bookshelves. After hours spent in the library, and using some reference books available, I discovered whole sections of the reference books and library related to movement, movement education, sports and games, and health. I have included some of these sections in the appendix, as reference for future use, or for any reader that needs a place, other than 'browsing', to start a search. Quite by accident, I discovered that both the district office, and the County Office of Education have available bibliographies of books that can be used with movement education. Valuable resources that I never knew existed! These books were entered into my journal, and added to the bibliography found in Chapter 4.

I found the research of finding books to use both frustrating, and fascinating. It was frustrating trying to enlist the help of colleagues to participate in the study. Of the ten teachers

that were mailed the survey and questionnaire, four responded immediately, and one other after a follow-up phone call after the requested deadline. One participant responded after a follow-up phone call and mailing of a second letter and copy of the survey, while the last participant had to be reminded yet another time. Of the three teachers that failed to return any information, one never responded at all, one kept saying that she would send hers to me but never did, and the third, a mentor teacher in the district, declined to participate. Although I had three teachers share much more information than I requested, and some that shared just as much as the questionnaire asked for, I felt that a couple of the other teachers did not want to divulge too much; didn't want to share their hard earned information. I was particularly dismayed that the one mentor teacher declined to participate, even though I know he integrates literature and physical education at his physical education magnet school.

While I have accumulated a lengthy bibliography of literature, a preponderance of the material is for the primary grades, K-2. A majority of the activities related to that material are animal movements. To get the benefit of using those books, without doing animal actions most of the year, I can choose to use one or two that I think would elicit movement and understanding, then have the others available in the library for check-out, or for classroom teachers to use as read alouds. One way to integrate upper grade chapter books would be to do a five minute book talk, or a short read aloud of one interesting section, and then having the book available for check out. Enlisting the help of the librarian or classroom teacher would be a great resource.

One limiting factor to integrating physical education and languages arts is time constraints. Most of the participants in this study see their students once a week, for forty-five minutes to an hour. Moving, exercising, and being active are the goals of physical education. Taking time to read is seen as taking precious time away from movement activities. Although one teacher responded that he was 'ashamed to admit' that he doesn't integrate literature, he felt that the most important aspect of class was 'movement, movement, and more movement'. I suspect that this is true with many teachers. One way to integrate without using time from class would be to collaborate with the classroom teachers, or librarians, and have them read the book and discuss it

before the students come to P.E. class. The P.E. teacher could then incorporate movement activities related to the book, without taking movement time to read. The P.E. specialist could also give the classroom teachers ideas of activities to do related to the book. The classroom teacher could then use those activities during the minutes of P.E. that the students have with the classroom teacher. In our district, that is sixty to eighty minutes a week.

A great way to make the P.E. class a classroom for literacy would be to incorporate the use of posters, charts, and wordwalls. However, most P.E. teachers are limited by the facilities at their site. Many only teach outside, where it is difficult to manage the use of posters, word walls, and writing spaces. Some felt that the best they could do was to collaborate with the classroom teacher, having that teacher do the reading and writing activities, while the physical education teacher taught related movement activities. I see that as idealistic, but not realistic, as the collaboration and management of over twenty different classes could become overwhelming. One would have to enlist the cooperation of all the teachers at a particular grade level, and that is not very often possible.

A good opportunity to integrate language arts and physical education presents itself on days with inclimate, cold, or hot weather, or on days with poor air quality due to pollution, smoke, or high pollen count. On these days, P.E. classes often times must be held in a classroom or loft area; restricting both movement and noise level. When this happens, it is a good time for word puzzles related to physical education, fitness, sports, and health. These puzzles can include word searches, crosswords, riddles and brain teasers, plexers, and word sorts. I have done a word sort using only the letters found in the two words 'Physical Education'. I had a second grader work on it for two weeks after our rainy day, and find one hundred and fifty words. It then became a challenge to a fourth grader to find more than that. Rainy days are also a good time to read books, have a book talk, or share the Sports Illustrated for Kid magazines. Read some poems from the books of poetry listed in the bibliography in Chapter 4, and write some class or individual poems. Learning to Play, Playing to Learn (Other References in Appendix) also has word games such as "My Aunt Tilly Willy" and "Going on a Picnic".

Because many teachers conduct their classes outside, computers are not accessible. The only way to integrate the usage of computers would be to collaborate with the classroom teacher, or computer teacher or aide. I did find a teacher resource that integrates lessons about the human body and computers. It is listed with the resources in the appendix.

I have found many wonderful books to share with my students, and have found many fun ways to incorporate the use of literature and writing in my classes. By integrating literature and physical education, I hope to motivate the students to be find activities they will be interested in participating in for a lifetime, understand the importance of maintaining a healthy lifestyle, and the interest in reading more about fitness and health.

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Appendix A

Integrating Physical Education and Language Arts
SURVEY

Please circle the answer that best describes how you use any language arts materials in your program. A 5 will be circled for always, or almost always, 4 means usually, 3 means sometimes, 2 means not very often, and 1 means almost never, or never. If you do not teach at the grade levels given, circle NA for not applicable.

1. I incorporate the use of reading or listening to stories in my						
K-2 lessons	5	4	3	2	1	NA
3-4 lessons	5	4	3	2	1	NA
5-6 lessons	5	4	3	2	1	NA
2. I incorporate other types of reading, other than books, in my						
K-2 lessons	5	4	3	2	1	NA
3-4 lessons	5	4	3	2	1	NA
5-6 lessons	5	4	3	2	1	NA
3. I incorporate the use of writing in my						
K-2 lessons	5	4	3	2	1	NA
3-4 lessons	5	4	3	2	1	NA
5-6 lessons	5	4	3	2	1	NA
4. I incorporate the use of active listening skills in my						
K-2 lessons	5	4	3	2	1	NA
3-4 lessons	5	4	3	2	1	NA
5-6 lessons	5	4	3	2	1	NA
5. I incorporate the use of verbal skills in my						
K-2 lessons	5	4	3	2	1	NA
3-4 lessons	5	4	3	2	1	NA
5-6 lessons	5	4	3	2	1	NA
6. I incorporate the use of computer skills in my						
K-2 lessons	5	4	3	2	1	NA
3-4 lessons	5	4	3	2	1	NA
5-6 lessons	5	4	3	2	1	NA

Integrating Physical Education and Language Arts
QUESTIONNAIRE

A. List 5-10 books that you have used, or intend to use with a lesson. Please try to include at least one book that you have used already this year, at least one book you intend to use later this year, and at least one book you have used in past years.

	TITLE	AUTHOR	GRADE LEVEL USED WITH
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Think about the books you listed above. Please tell how you found out, or discovered about the use of this book for your P.E. classes?

Please pick five- ten books listed above. Briefly describe a lesson that incorporates the use of each book.

If you incorporate the use of writing in your classes, briefly describe how it is used.

If you incorporate the use of computers in your P.E. classes, briefly describe the programs you use, and how they are used in your classes.

Briefly describe any reading, other than books, that is done in your classes.

Appendix B

Other Resources

Books and Publications

Carnes, C. Awesome Elementary School Physical Education, Awesome Primary Physical Education Activities, and Awesome Upper Grade Action Units.
These reference books have many activities and games that integrate the curriculum. Cliff Carnes also presents workshops about Multidisciplinary Movement and Fitness Activities.

Fields, S., Paradise, B., Razo, M., Edwards, R., (ed.) Physical Education Times.
This is a bi-monthly news letter compiled by mentor teachers in the San Diego Unified School District, and sent to each elementary school in the district. This newsletter was previously was entitled PE News.

Gillespie, J.T. (1998). Best Books for Children.
A reference book about children's books. Look under the following subjects: Sport Stories, Trivia, Sports Figures, Athletics, Athletes, Sports and Games, Health and the Human Body, Recreation, Alphabet, Concepts, and Counting Books, Jokes, Puzzles,Riddles and Word Games, Biographies of Sports Figures, Hobbies, Realistic Stories, Fiction for Older Readers; Sports Stories, Music, Physical and Applied Sciences.

Kapp, K.N. (1997). Technology Connections for the Human Body.
This is a teacher resource workbook at the intermediate level for integrating computer technology with lessons about the human body.

Kirchner, G. (1978). Physical Education for Elementary Education.
A methods book with some games and activities mentioned in the annotated bibliography (figure 2) in Chapter 4.

Matt, Christopher
Has authored many children's chapter books about sports. For anyone in grades 2-6 who is interested in that genre.

Nichols, B. (1992). My Body.
This book has pictures and ideas to use in units about the human body.

Pangrazi, R., & Dauer, V. (1992). Dynamic Physical Education for Elementary School Children.
A methods book about teaching physical education at the elementary school level. Includes games and activities listed in the bibliography (figure 2) in Chapter 4, plus many others.

Rohnke, K. (1994). The Bottomless Bag Again.
Great games book! Also the author of Funn Stuff and The Bottomless Bag.

Steffens, C., & Gorin, S. (1997) Learning to Play, Playing to Learn.
This is a book of low or non-aggressive games and activities. It includes games that integrate physical education and other academic areas.

Music

Baseball's Greatest Hits

Baseball's Greatest Hits, Let's Play II

Greg and Steve Present Kids in Motion, Animal Action, Shadow Dancing

Disney Classics I, The Ugly Bug Ball

Videos

Bicycle Safety Camp, presented by the makers of Triaminic.
This video is available through the san Diego City Libraries.

Casey at the Bat, Fairy Tale Theater, presnted by Shelley Duvall
Another version of the poem, good for compare and contrast.

Gymnastics Golden Moments
This video shows routines performed by many gymnastics greats.

Websites

Amazon Books, Music and Tapes
http://amazon.com
This website will review books, music, and tapes, and will link you to other related material. Look under some of the same subjects listed under Gillespie (1998).

CA PE Home Page
http://www.stan-co.K12.ca.us/calpe

Elementary Physical Education Activities
http://www.sandi.net./Green

PE Central
VA Tech/Gearge Graham
http://PE.Central.vt.edu
Ideas and lesson plans, including integrated plans